



**Federation of
St Godric's and St Mary's
RCVA Primary Schools**

**Music
Policy**

June 2015

Respecting Rights

The policy is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School. Although direct reference to this is not continuously made, the policy has been written with full awareness of our respect for Children's Rights

Rationale

Music is a practical and enjoyable human experience.

Music is both creative and therapeutic.

Music is used to enhance other areas of learning within the school curriculum.

Music has the scope for creative expression, promoting and interest in, and knowledge of the language and literature of music.

Music gives the opportunity for examining cultural changes and differences.

Music offers enjoyment and recreation through various media and forms of music making, providing opportunities for the development of self-discipline and co-operation through individual and group activities, so that young people can take part in the world, as well as have ideas about it.

Purpose of study

Music is a universal language and every pupil should have the opportunity to become fluent. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Planning

Planning in the Foundation Stage takes account of EYFS Creative Development.

Planning for Key stage one and two follows National Curriculum guidelines

The Durham Education Department Charanga scheme and Singup are used by teachers to develop singing, percussion and musical appraisal.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Foundation Stage Profile (creative development)

- Join in favourite song.
- Show an interest in the way musical instruments sound.
- Respond to sound with body movements.
- Enjoy joining in with dancing and ring games.
- Sing a few simple familiar songs.
- Sing to themselves and make up simple songs.
- Tap out simple repeated rhythms and make some up.
- Explore and learn how sounds can be changes.
- Imitate and create movements in response to music.
- Begin to build a repertoire of songs.
- Explore the different sounds of instruments.
- Begin to move rhythmically.
- Explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.

PROGRAMME OF STUDY FOR KEY STAGE ONE

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and un-tuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

PROGRAMME OF STUDY FOR KEY STAGE TWO

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical; composition, organising and manipulating ideas within musical; structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Delivery

- Music will be taught both as a discrete subject and as part of cross curricular themes.
- The subject leader for music will be responsible for the coordination of the music curriculum across the school.
- Music will be taught in all classes following agreed timetables and programmes.
- Teaching will include coverage of on-going skills.
- Teaching is supported by the adopted music scheme 'Charanga'.
- Whole school delivery will include assemblies, and school performances for parents and the local community.
- Extra-curricular music activities are available for children who wish to take part, including guitar and ukulele.

Assessment, recording and reporting

Records should be selective and brief. Significant achievement or weakness may be noted and may serve to plan appropriate challenges and become part of an annual report.

Foundation stage teachers will complete the EYFS Profile. By evaluation and observation, assessment is an integral part of every music lesson.

Teachers will make written comments on musical progress when reporting to parents. Some examples of work will be kept by the subject leader using a variety of media.

Equal opportunities

As a rights Respecting school, access to music provision will be equal for all children regardless of race, culture, gender or ability.

Roles and responsibilities of the Subject Leader

- Coordination of music provision throughout the school.
- Update staff with current trends and developments.
- Identify appropriate INSET for all staff.
- Identify school needs re- music education.
- Ordering and purchasing of music resources.
- Coordinating assessment for music.
- Identify cross curricular opportunities inc. links to creativity and the arts.
- Monitor effectiveness of provision.
- To liaise with LEA advisory team re- best practise in music education.
- Use of visiting musicians to inspire and enthuse pupils.
- Arrange school visits to musical productions.

This policy was written by the music co-ordinators following discussions with the teaching and support staff.

This policy will be reviewed in June 2018.